USER GUIDE

User Guide

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1 Introduction

1.1 Words for Educators

First of all: Abecelee is FANTASTIC for bilingual teachers to use in their classrooms!

This project impacts mainly on two areas of instructional time.

Area #1: the instructional zone (when the student/user learns). It is achieved when the student/user clicks on "Canta Conmigo".

When clicking on this link, the user is directed to a new page to enjoy a whole set of the Spanish alphabet, where every button is a letter giving three options:

- a short movie showing the letter stroke,

- a short movie fashioning the song linking that letter to Canta Conmigo,

- a complete interactive blending of the letter (provided it is a consonant) with all five vowels, including sample words and sounds, or a short movie (if the letter is a vowel) featuring the song of the syllables blended with that vowel and all the consonants in the alphabet.

Area #2: the competitive/assessing zone, when the student/user applies his/her abilities and play. It is actually achieved when the student/user hits the blinking play icon. Please visit Help - Walk Through the Levels for a detailed explanation of the levels and games the user needs to complete in order to ultimately succeed.

We strongly recommend you to stress among your students the importance of visiting the instructional noncompetitive zone, before starting every new level. See it as a warm up activity. They will enjoy it a lot!

Among other **unique tools**, educators will find *a diagnostic screening test,* which will allow ABeCelee to automatically place every user within the right Tier: 1, 2, or 3, hence playing at the right level.

Abecelee and Phonetics

According to Phonetics, the sounds of Spanish are divided in vowels and consonants. They are also classified in silent and sonorant, depending on the use or not of vocal cords.

New words are easy to pronounce in Spanish thanks to its vowels. There are only 5 vowel phonemes in Spanish and they are each only pronounced one way, and each only is sonorant. In general, all vowels are shorter in Spanish than in English. Take the letter "O" for example. When we say the letter "O" in English, it sounds a little like "Oooohwa." In Spanish, it is muuuuch shorter. Almost like the sound a gorilla would make: "Oh." Keep this in mind when practicing your Spanish vowels. You´ll sound much more native with short vowels rather than long southern-belle vowels.

Consonants in Spanish have very regular pronunciations once you learn the rules and there are only 18. Some consonants are silent (vocal cords not vibrating) and some others are sonorant (vocal cords vibrate). A classic example are the occlusive [k] (silent) and [g] (sonorant), but there are more.

Try this: nicely place your fingers on your throat and then pronounce correctly each sound, to feel whether the vocal cords are working or not.

For a complete reference to Spanish sounds, including its anatomy and playable sound samples, take a time to visit these sites:

Fonética: Los sonidos en Español

La descripción fonética y fonológica del español: los elementos segmentales

How to pronounce Spanish

1.2 Words for Parents

Probably the best advantage for kids that try these instructional games at home is the tie that happens with the mom and dad, kids, and the school. Beliefs and principles are molded as the kids receive their education. Undeniably, different aspects should be viewed in every position. Usually, when a student is supported and encouraged while they learn, they will have a stronger sense of worth.

There is no question that allowing your kids use ABeCeLee at home offers the ultimate with educational flexibility. Of course, the choice is all yours as to where and when have them playing and learning. Aside from that, a parent can include books that provide a more in-depth study of a particular area. This is of course, a fabulous benefit for any child. This will promote an increase of interaction with the parents or the single parent and the school. Together parents and teachers can help to build a child's character in addition to providing a sound education.

2 Scope and Purpose

2.1 Reasons

Because Spanish Language Arts teachers and learners need this kind of support, a piece of software that enables interaction with the end user, having the children learning as they are having fun, and giving our Second Language Learners an opportunity of succeeding in their language acquisition.

Because Spanish Literacy is so important within the US Educational System, for a student with solid knowledge of his/her primary language will have a solid foundation to acquire other languages like English

Because we are betting on multiply the presence of the teacher in his/her classroom, by providing with a seductive learning tool: an interactive instructional computer software. This will also give the teacher the opportunity of sharing and rotating more students as computers

connected to the internet are in that classroom.

2.2 And… what it is?

This is a formidable tool to develop abilities in the Spanish language. It is intended to address bilingual Hispanic students during their early childhood school period.
ABeCeLee is a collection of educational games that catches rapidly the interest of the child due to its presentation and creativity in the treatment of contents of different topics.
With ABeCeLee we work with the different areas of the school development and necessary skills in learning and evolution of the child.
ABeCeLee has been created and coordinated by professionals and it is implemented with the contributions of persons dedicated to the teaching and specialists in every educational area.
Clear, simple and very stimulant, ABeCeLee games claim that every child is capable of being engaged on his/her own and of learning while playing, with little assistance from the teacher; favoring and stimulating a series of activities for the development of the child as the intuition, the reasoning and the creativity.
Although the student perceives the ABeCeLee games simply as games, and it entertains him to solve them, from the point of view of the Pedagogies, each of them answers to a detailed planning of targets to obtain.
These ABeCeLee games cover a wide range of age that goes from the 2 years up to the 8, 10 and even 12 years. In essence, every illiterate student (in Spanish) could benefit from ABeCeLee and become a successful reader and independent long life learner.

According to his/her age and his/her knowledge, every child will advance according to his personal rhythm of learning. For its characteristics, ABeCeLee collection of games has turned out to be tremendously useful in children with difficulties in learning, or in special education.
ABeCeLee is conceived so that the child could interact with the computer as if it was a toy they talk to each other; the target is that he/she learns and gets entertainment at the same time. It is important that he/she explores, investigates, and discover the options of the game making possible major interest, motivation and achievement in his learning.

In short, the goal of these games is to teach illiterates to read to children of preschool, first or second degree.

2.3 Description

ABeCeLee games take into account wise moves and errors: the points are important because they serve as reinforcement so that the child feels motivated to following the game, to strain and to excel him/herself in his/her learning. At the same time, the teacher can benefit from all the information that is being captured and stored: text data, pie and bar graphs; based on which the teacher will be able to implement activities like conceptual refinement, one to one interventions and small group instruction.

2.4 A walk through the levels

The competitive section of this site is divided in levels, which are walked

through by users pretty much like those computer games we are all used to. Every level attacks a specific area of knowledge to master. Every level needs to be succeeded by getting three (3) little stars that are going to attach to the bottom of the small square who identifies such level. Every one of these stars is conquered by succeeding with ten (10) stars within the game itself. So doing some basic math, the user should succeed in thirty (30) attempts before the computer gives him/her access to the next superior level. The reason behind this is that research and experience from using this site reveals that the student is going to master the specific content by the time he/she completes three (3) cycles with no mistakes.

The kids travel through 22 different levels (sets) with specific objectives.

2.4.1 The levels explained

Level 1: the user is facing four different pictures of objects or animals along with its name (a little green question mark). Then the user is asked to identify and touch the picture which name begins with a specific sound. Every answer is stored for teacher's later analysis and re-teaching.

Level 2: the user is showed four different letters. Then the user is asked to identify and touch the letter which name is provided. Every answer is stored for teacher's later analysis and re-teaching.

Level 3: the user is showed four different letters. Then the user is asked to identify and touch the letter which sound is provided. Every answer is stored for teacher's later analysis and re-teaching.

Level 4: The user is encouraged to identify a high frequency word from a set of five different ones. Set 1.

Level 5: The user needs to identify a given syllable from a set of 30, all blended CV pattern, using the vowel /a/ only.

Level 6: The user needs to identify a given word formed of two different syllables blended CV pattern with vowel /a/ only from a set of 30.

Level 7: The user is encouraged to identify a high frequency word from a set of ten different ones. Set 2.

Level 8: The user needs to identify a given syllable from a set of 30, all blended CV pattern, using the vowels /a/ and /e/.

Level 9: The user needs to identify a given word formed of two different syllables blended CV pattern with vowels /a/ and /e/ from a set of 30.

Level 10: The user is encouraged to identify a high frequency word from a set of twelve different ones. Set 3.

Level 11: The user needs to identify a given syllable from a set of 30, all blended CV pattern, using the vowels /a/, /e/ and /i/.

Level 12: The user needs to identify a given word formed of two different syllables blended CV pattern with vowels /a/, /e/ and /i/ from a set of 30.

Level 13: The user is encouraged to identify a high frequency word from a set of twelve different ones. Set 4.

Level 14: The user needs to identify a given syllable from a set of 30, all blended CV pattern, using the vowels /a/, /e/, /i/ and /o/.

Level 15: The user needs to identify a given word formed of two different syllables blended CV pattern with vowels /a/, /e/, /i/ and /o/ from a set of 30.

Level 16: The user is encouraged to identify a high frequency word from a set of twelve different ones. Set 5.

Level 17: The user needs to identify a given syllable from a set of 30, all blended CV pattern, using the vowels /a/, /e/, /i/, /o/ and /u/.

Level 18: The user needs to identify a given word formed of two different syllables blended CV pattern with vowels /a/, /e/, /i/, /o/ and /u/ from a set of 30.

Level 19: The user is encouraged to identify a high frequency word from a set of twelve different ones. Set 6.

Level 20: The user needs to identify a given word formed of three different syllables blended CV pattern with vowels /a/, /e/, /i/, /o/ and /u/ from a set of 30.

Level 21: The user needs to identify a given word formed of four different syllables blended CV pattern with vowels /a/, /e/, /i/, /o/ and /u/ from a set of 30.

Level 22: Reading Comprehension: match picture with sentence. The user is asked to observe a picture, then read four sentences, then to pick from one that matches. With this exercise the user demonstrates the ability of reading and the ability of comprehend the reading.

Level 23: Reading Comprehension: complete sentence. The user is asked to read a sentence with a blank space and to pick from four choices, only one of them being the right answer. With this exercise the user demonstrates the ability of reading and the ability of comprehend the reading.

Levels 24-33: Reading Comprehension: the user is asked to read a story, then answer explicit and/or implicit questions out of the story. At the beginning, there are more explicit than implicit queries; that balance changes so with every new story the user faces more implicit queries. With this exercise the user demonstrates the ability of reading and the ability of comprehend the reading.

Levels and focus

Level	Focus
1, 2, 3	Recognition of print, sound and name of the letter (phonemic awareness)
1, 4, 6, 7, 9, 12, 13, 15, 16, 18, 20, 21, 22	The acquisition of common words that are learned as a whole at a glance (palabras de alta

	frecuencia) (vocabulary)
5, 8, 11, 14, 17, 19	Educating the construction of syllables. (phonics)
6, 9, 12, 15	Exercise the construction of two-syllable words. (phonics, vocabulary)
20	Exercise the construction of words of three syllables. (phonics, vocabulary)
21	Exercise the construction of words of four syllables. (phonics, vocabulary)
Level 22-33	The users demonstrate reading and reading comprehension abilities. (vocabulary, fluency, comprehension)

2.5 Procedure

It is a no brainer.

Count the computers in your classroom with internet access. Then divide your number of students by it, and that gives you how many teams per turn.

Every day, during SLA and Small Centers time, have teams/users rotating for a period of 15/20 minutes. Users get to play with the computer, improving rapidly their abilities in the Spanish language. Times and teams can be regulated by the students, and it is monitored by the teacher. Every day, the teacher extracts data from the computer to create profiles, and to implement strategies in accordance with the student progress. That can be achieved by visiting the Manage Students page and extracting all data needed using (log), (act) and (txt) tools found besides the name of each user, as well as the Progress Report Charts, which visualize the performance and progress of the whole class. Use that data at your convenience to create users portfolios.

3 Q&A

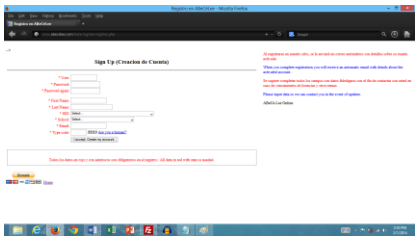
3.1 How do I create my account?

Steps:

- Visit www.abecelee.com
- Click on Sign Up (fig. 3.1.1)

(fig. 3.1.1)

- Fill in the form provided (fig 3.1.2)



(fig. 3.1.2)

- Submit the form
- Wait for a confirmation e-mail

3.2 Entering my users

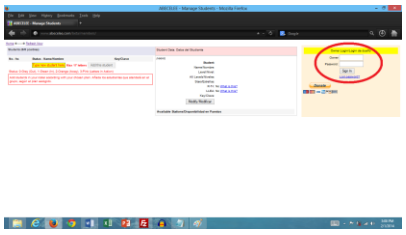
Steps:

Assuming that you received the confirmation:

- Visit www.abecelee.com
- Click on Manage Students (fig. 3.1.3)

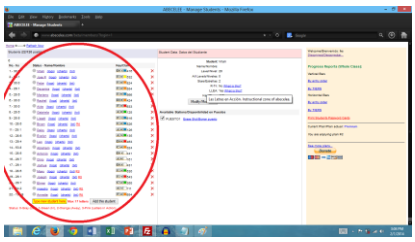
(fig 3.1.3)

- Enter your username and password to open your class (fig. 3.1.4)



(fig. 3.1.4)

- Start entering your users' usernames (fig. 3.1.5)



(fig. 3.1.5)

The software provides a random password for every user, composed by a letter, a number and a color (fig. 3.1.6). You can change that at any time. We will show how later.

(fig. 3.1.6)

Fig. 3.1.5 shows how your screen looks after you entered your users.

3.3 My users start play playing

Once you have created your users list, your users are ready to enter the games.

On the computer designated to be used as a station (it has to be connected to the internet):

Steps:

- Visit www.abecelee.com
- Click on PLAY; you are going to be taken to another page
- Enter you owner id and password
- The users list is populated.
- Every user is trained on how to scroll up/down to find his/her username and click on it; that username is going to change aspect (font color and size).
- Ask the user to click on every one of the components of his/her

password, and then ask him/her to click on Enter.

- The user is taken into the levels page.

3.4 Quick start

Plan ahead.

The more computers you have in your room, the better. You can also arrange with your local tech savvy about the chances your students will have of benefiting from your school computer lab.

Obtain id and password for every user under your supervision. ABeCeLee will provide you with those, once you make the necessary request.

It is strongly recommended to create a user called "teacher", "maestro", or "admin", which you will set to the upmost level (23) in order to gain control over all the levels, as well as give feedback to your users as they surf over the games.

Option 1

Identify those students that will certainly benefit the most from our service and have them working for 15-40 minutes at a time every day.

Option 2

Provided you count on several computers with online access, divide your class list in as many computers there are, and create a rotation schedule, using a timer break every 15-20 and rotate students, who can then go to another activities according with your planning.

3.5 Setting up my classroom

Once you have your group of students to be served:

- Visit www.abecelee.com

- Click on Manage Students.

- Clicking on that link will take you to the members page, very important for the administrator/owner (which is YOU).

- Provided you have your ID and password, enter it and you will see a button to the left (adicionar/add);

- Create an ID, acronym or pseudonym of every user you are going to include.

Do NOT enter your users' full name!

It is your responsibility to preserve your users privacy (Children's Online Privacy Protection Act) by entering un acronym or pseudonym e.g. a user's full name John Doe can be encrypted as JohnD (no spaces) in a way that is impossible to identify the real identity of that user; we also suggest the use of IDs like "user1", "estudiante1". ABECELEE algorithm is constantly checking for the adherence to this rule. When a full name is suspected to be in use, it is going to be permanently erased without warning, along with all the data associated with that user.

- Every time you enter a name/ID and hit that button, you will add a new user to your database.

- Make sure you are taking note of users' password, composed by a letter, a number and a color, that password is going to be the entering key for every one of your users. You can access to a printer friendly option of your users' password cards when you login members, to the right. You can always build flash cards at your will for each student containing his/her information. It could be something like this:

From experience, users, after visiting stations a couple of times, quickly memorize their ID and password, so this card is not going to be used very long.

- You are all set!

Please take some time to train your users on how to use the computer: spatial display domain, mouse, as well as scrolling up and down.

To get to the games zone, your users will need to:

- have access to internet and to the page www.abecelee.com/beta

- click on PLAY

- Scroll up or down looking for their ID

- enter their password, and... They are in!

It is a good practice to monitor your users' performance real time using the Manage Students page, where you can access three different tools for each user:

(log) - gives the owner a complete information of user activity, including login/logout, errors, levels succeeded

(charts) - Bar graph to visualize the user activity

(text) - The user activity goes hard copy for your records

You will certainly benefit from knowing how to use those tools.

3.6 Ratio

Mr. Campos teaches Spanish Language Arts and Reading (SLAR) every day for a period of time, he has enrolled a certain number of users, and that he is going to use a certain amount of computers. There is a handy formula to calculate how much pc time you are going to allow your users for everyone to visit the site every day. Let's put an example:

Mr. Campos is a bilingual teacher, and he has enrolled his 20 kindergarteners; Mr. Campos has 4 computers connected to the internet. Finally, Mr. Campos teaches

SLAR every day in the morning during 120 minutes nonstop.

120 / 20 * 4 = 24

Mr. Campos may send all his users every day during 24 minutes. This is really up to Mr. Campos, since he may be working on a mini lesson, whole class activity, or any other class moment when he needs all his students with him, however, Mr. Campos can use a timer and sending user every 20 minutes or so. He needs to divide his users into 5 teams.

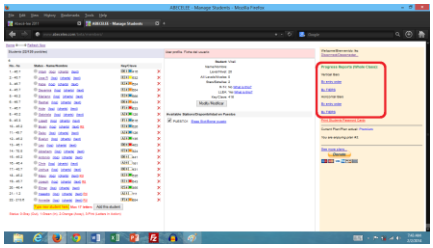
SLAR timing 8:30-10:30AM

Team	time
1	8:30-8:50AM
2	8:50-9:10AM
3	9:10-9:30AM
4	9:30-9:50AM
5	9:50-10:10AM

3.7 How do I squeeze data from the site

3.7.1 Getting progress reports (Whole class)

- Visit www.abecelee.com
- Click on Manage Students
- Enter your ID and password
- Once your users list is populated, click the desired link. (fig. 3.7.1)

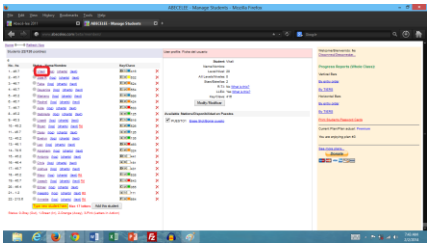


(fig. 3.7.1)

You will see an interactive bar graph that you can print for your purposes.

3.7.2 Modifying the user profile

- Visit www.abecelee.com
- Click on Manage Students
- Enter ID and password
- Click on the desired username (fig. 3.7.2.1)



(fig. 3.7.2.1)

- Click on Modify (fig. 3.7.2.2)
- Modify any desired parameter:
  - Username
  - Starting level
  - How many stars
  - RtI Yes or NO
  - Canta Canmigo Yes or No
  - Password
- Click on Change

3.7.3 Understanding the (log) tool

As its name clearly states, this is a real time log keeping all the user's activity while connected. It is divided in columns to read it easier.

First column is the date/time of the activity.

Second column is an approximate in days/hours.

Third column is the action realized.

Fourth column is a detailed explanation of what the user did. You can click on the

link “details” to see actually the mistake(s) committed.

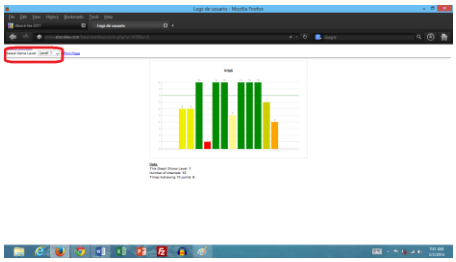
You can browse through the pages that are distributed on top of the screen.

You can print this data for your purposes.

3.7.4 Understanding the (charts) tool

When you click on this link, you are taken to another screen, where you can visualize and print bar graphs depicting the user’s activity on every level played.

You can change the level by clicking on the box “Select Game Level” (fig. 3.7.4)



(fig. 3.7.4)

How to read these charts?

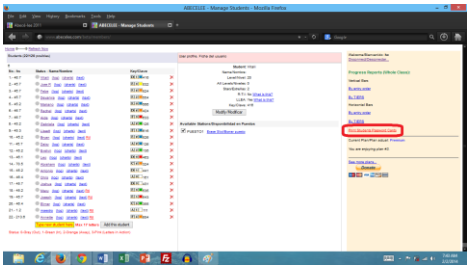
Every column is a complete set of 10 questions. The height of the column shows how far the user went before making a mistake that interrupted the success, which is a green 10 points bar. Since we know that the user needs 3 stars to complete every level, whenever we observe more than 3 green tall bars, we can conclude that this user has been returning to the “comfort zone”, revisiting this level, auto re-teaching!

3.7.5 Understanding the (text) tool

This is simply a way to obtain solid hard data in a piece of paper to maintain a portfolio. It creates a text document that you may read/print for your purposes.

3.7.6 Printing users password cards

- Visit www.abecelee.com
- Click on Manage Students
- Enter ID and password
- Click on the link provided (fig. 37.6)



4 Abecelee and:

4.1 Texas Essential Knowledge Skills

ABeCeLee covers the following Spanish Language Art and Reading Texas Essential Knowledge and Skills:

K.1.A, B, C, D
K.2. B, F, H
K.3. A, B, C, D, E, F, G, H, I
K.5. A, B, D, F
K.11.B
K.12.B

Knowledge and skills.

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to:
(A) recognize that spoken words can be represented by print for communication;
(B) identify upper- and lower-case

letters;
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
(D) recognize the difference between a letter and a printed word;

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
(B) identify syllables in spoken words;
(F) blend spoken phonemes to form syllables and words (e.g., /m/ …/a/ says ma, ma-pa says "mapa");
(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:
(A) decode the five vowel sounds;
(B) decode syllables;
(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";
(D) decode the written "y" when used as a conjunction, as in "mamá y papá";
(E) become familiar with the concept that "h" is silent;
(F) become familiar with the digraphs /ch/, /rr/;
(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);
(H) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words); and
(I) recognize that new words are created when syllables are changed, added, or deleted.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
A) identify and use words that name actions, directions, positions, sequences, and locations;
(B) become familiar with grade appropriate vocabulary including content and function words;
(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
(E) use a picture dictionary to find words.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
(B) identify techniques used in media (e.g., sound, movement).

4.2 Phonetics

According to Phonetics, the sounds of Spanish are divided in vowels and

consonants. They are also classified in voiceless and voiced, depending on the use or not of vocal cords.

New words are easy to pronounce in Spanish thanks to its vowels. There are only 5 vowel phonemes in Spanish and they are each only pronounced one way, and each only is voiced. In general, all vowels are shorter in Spanish than in English. Take the letter "O" for example. When we say the letter "O" in English, it sounds a little like "Oooohwa." In Spanish, it is muuuuch shorter. Almost like the sound a gorilla would make: "Oh." Keep this in mind when practicing your Spanish vowels. You´ll sound much more native with short vowels rather than long southern-belle vowels.

Consonants in Spanish have very regular pronunciations once you learn the rules and there are only 18. Some consonants are voiceless (vocal cords not vibrating) and some others are voiced (vocal cords vibrate). A classic example are the occlusive [k] (voiceless) and [g] (voiced), but there are more.

Try this: nicely place your fingers on your throat and then pronounce correctly each sound, to feel whether the vocal cords are working or not.

For a complete reference to Spanish sounds, including its anatomy and playable sound samples, take a time to visit these sites:

Fonética: Los sonidos en Español

La descripción fonética y fonológica del español: los elementos segmentales

How to pronounce Spanish

4.3 Five Essential Components of Effective Reading Instruction

Please take a time to browse through our 22 levels, every one of them impact specifically on one or more of the Five Essential Components of Effective Reading Instruction:

1- Phonemic Awareness (levels 1, 2, and 3)

2- Phonics (5, 6, 8, 9, 11, 12, 14, 15, 17, 19, 20, 21)

3- Fluency (level 22)

4- Vocabulary (levels 1, 4, 6, 7, 9, 12, 13, 15, 16, 18, 20, 21, 22)

5- Comprehension (level 22)

The Five Essential Components of Effective Reading Instruction by level.

Level _____ Reading Skill Impacted

1---------- Phonemic Awareness, vocabulary

2 ---------- Phonemic Awareness

3 ---------- Phonemic Awareness

4 ---------- Vocabulary

5 ---------- Phonics

6 ---------- Phonics, vocabulary

7 ---------- Vocabulary

8 ---------- Phonics

9 ---------- Phonics, vocabulary

11 ---------- Phonics

12 ---------- Phonics, vocabulary

13 ---------- Vocabulary

14 ---------- Phonics

15 ---------- Phonics, vocabulary

16 ---------- Vocabulary

17 ---------- Phonics

18 ---------- Vocabulary

19 ---------- Phonics

20 ---------- Phonics, vocabulary

21 ---------- Phonics, vocabulary

22 ---------- Fluency, vocabulary, comprehension

4.4 Response to Intervention

When interventions work, fewer children, particularly minority children, are referred for special education, and that the RTI model acts as a safeguard, insuring that a child is not given a label of a disability inappropriately.

RTI also helps school districts by eliminating unnecessary referrals, which drain time and resources.

Response to intervention is the best opportunity for giving all students the additional time and support needed to learn at high levels, and see great benefit in that it applies to the classroom teachers, assistants, counselors, and the administration.

The RTI process can help identify students who are at-risk, guide adjustments to instruction, monitor student progress, and then make other recommendations as necessary. The objective is that with minor adjustments or simple interventions, students may respond and achieve at higher levels.

RTI is also very useful when interacting with students who have severe emotional problems. Response to intervention can help students with ED (Emotional Disturbance) as well as those with LD (Learning Disabilities). The structure and evaluation of RTI will help this particular group of students to be successful in the academic environment.

Basically, what we do is we classify certain levels of resources in the amount of stars conquered, so that the user is faced with a sequence of questions of increasing difficulty.

So far, evidence-based, we have modified the following levels 1, 2, 3, 5 and 6 for intervention.

The owner has the opportunity to declare an user involved and when this person arrives at level 7 the owner can keep them intervened or holding them out of the intervention, then the owner can decide if this user continues normally with the rest of the levels or if returned to level 1 to re-do the work without intervention.

How to do this?

When you suspect or detect a user is having difficulties to perform, declare him/her R-T-I by going to Members page and assigning a number "1" to R-T-I. ABECELEE is going to automatically scaffold (*) the resources for every level, starting with less difficult queries, repeating more often the queries. After an analysis of results, the owner can either release that user from being R-T-I-ed (by assigning 0 in field R-T-I) and continue normally, or that user can even be assigned to a lower level, with R-T-I = 0, to monitor performance. In few words, RtI first, then back to normal. This strategy can be repeated until the student success and falls into Tier I.

(*) Refers to the idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject.

5 Troubleshooting

5.1 Printing

You should be able to print the output of every one of these tools to create a portfolio of your students. Additionally to the possibility of printing them with the click of a button found in the page, you can use the option given by the browser of election; most browsers, like IE and Mozilla Firefox, come with the Menu Bar option Files/Print.

Also, you might love to print and use in class this template which allows you to keep track of your user's achievement in a meaningful bar graph like this sample (which can be easily updated by themselves). Right click on the picture, save picture as... what you want and feel free to print for your own purposes. Additionally, there are two Whole Class Progress Reports (one unordered and another ordered by level achieved) available in Members. You can make use of those to keep track of your users achievement.

Link to bar graph Template

Link to bar graph Sample

Once the majority of users finish with level 22 (the test), it would be an excellent practice to keep track of Reading Fluency. The owner (teacher, parent) could choose a story with more than 100 words, with the appropriate set of words ("Hugo se come una uva"., "El niño sube la loma.") and have the user periodically assessed using a timer and having him/her read from the story for one minute. It is recommended the use of explicit and implicit questions to make sure the user is developing reading comprehension.

Link to Reading_Fluency_Progress_Chart Template

Link to Reading_Fluency_Progress_Chart Sample

Once a user completes all 22 levels, it is time for you the teacher to extend a Completion Certificate. Although there are tons of ready to use completion certificates on the web, we wanted to provide you with these two templates:

Link to Completion Certificate Template #1

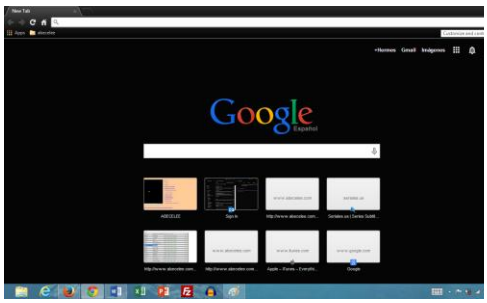
Link to Completion Certificate Template #2

Please feel free to modify and use at will.

WARNING: sometimes you will need to setup printing options in your browser so it prints pictures and graphs. See how it is accomplished in every browser by visiting these sites:

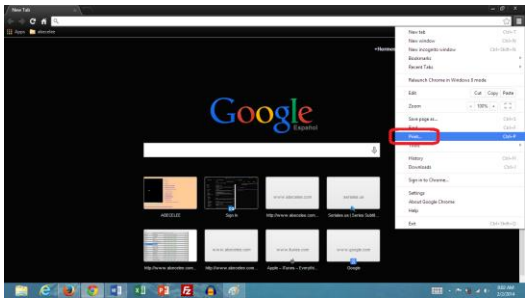
Google Chrome:

- Open Chrome
- Click on “Customize” (fig. 5.1.1)



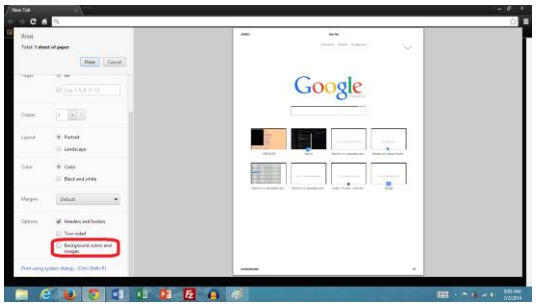
(fig. 5.1.1)

- Click on “Print” (fig. 5.1.2)



(fig. 5.1.2)

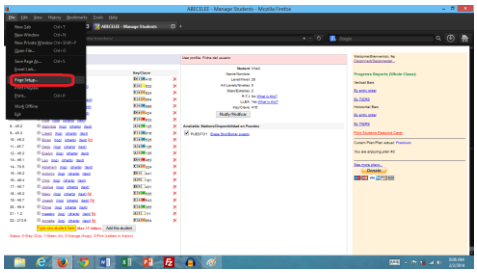
- Check “Background Colors and Images” (fig. 5.1.3)



(fig. 5.1.3)

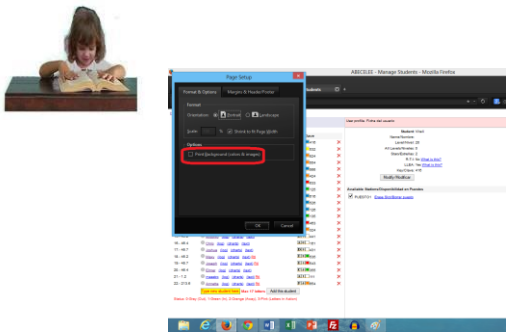
Mozilla Firefox:

- Open Firefox
- Click on Files/Page Setup (fig 5.1.4)



(fig. 5.1.4)

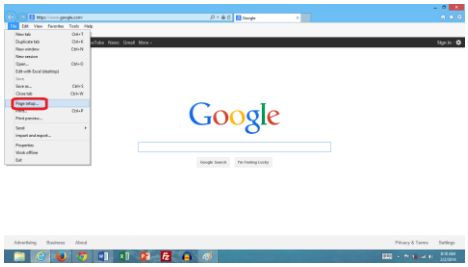
- Check “Print Background (Colors & Images) (fig. 5.1.5)



(fig. 5.1.5)

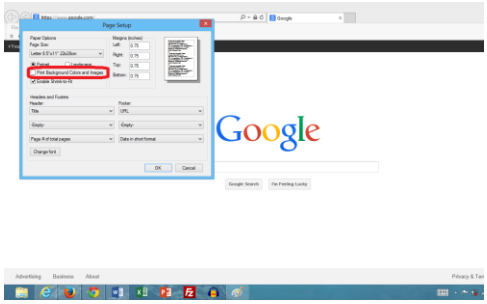
Internet Explorer:

- Open Internet Explorer
- Click on Files/Page Setup (fig. 5.1.6)



(fig. 5.1.6)

- Check “Print Background Colors and Images” (fig. 5.1.7)



(fig. 5.1.7)

5.2 Ah, those browsers!

We strongly recommend the use of Mozilla Firefox version 26+, Google Chrome version 32+, and Internet Explorer version 9+.

The reason behind is that our site, as every site over the internet is using HTML5, which is a language extremely rich in audio and video rendering. Bottom line, if you want to enjoy not only www.abecelee.com but all the other sites at the fullest, you will want to keep you browsers up to date.

This does not pertain to you, actually, but browsers developers do not take each other into account when they do something to their code. That is why some features behave differently from browser to browser.

For all of these reasons, in the end, we prefer Mozilla Firefox a lot more.

5.3 Hardware requirements

Our site needs your computer:

- To be up to date (hardware: sound and video cards, and software: browser, flash player)
- To be connected to the internet (the faster the better)

Our site does not:

- require internal memory,
- does not touch the hard drive
- require keyboard

5.3.1 Video peripherals

You will need to provide a color display.

5.3.2 Audio peripherals

You will need to provide working earphones.

6 Feedback

This site target's mainly bilingual teachers/individuals in Spanish, that is why some text/info will be displayed first or only in that language. Please apologize for the inconvenience. Our group is in support of bilingual education because we believe that, in our increasingly interconnected global communities, it is important to be able to communicate with one another. Most other countries in the world have multilingual citizens. Mastering more than one language will provide our world's youth with the tools they need to become a successful member of our global society. If students are educated in more than their native language, they will learn languages in a more organic and efficient manner, improving both the students' skills in that language and their mother tongue. The child who is exposed to multiple languages in an academic environment will not feel ashamed to use his or her native language and will consequently be of a more receptive frame of mind to learn and master that language.

We are going to be very grateful if you, whether you are a **teacher**, **assistant**, **administrator**, **parent** or **student** could take a few minutes and send us a message with your impressions, suggestions, improvements, tips, instructional strategies, examples, games and personal experience.

Please e-mail us to:

bilinwito@gmail.com

7 Glossary

Owner: the teacher, tutor, or parent opening an account

User: every one of the elements in a list